



CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2012 - June 30, 2013

GENERAL INFORMATION

BACKGROUND

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 is designed to improve and expand services for students enrolled in career and technical education programs. *The Act defines career and technical education programs as organized educational activities that offer a sequence of progressive courses composed of both academic and technical content.* These courses are intended to prepare students for further education and careers in current or emerging employment sectors of high skill, high wage or high demand occupations. The courses include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of students.

ROLE OF THE OFFICE OF CAREER AND TECHNICAL EDUCATION

The Office of Career and Technical Education is the sole state agency responsible for administering grant monies received from this Act to secondary and post-secondary educational institutions that have career and technical programs. The administration function involves both the awarding and the oversight of the funds to assure that the intent of the law is being met within the schools receiving Perkins funding. *Although Congress identifies the minimum requirements for funding use, the Office of Career and Technical Education has the authority to raise the standards.* This helps assure that schools are using funds for program development and improvement rather than program maintenance.

PURPOSE OF THE LOCAL APPLICATION

Each school district eligible to receive funding from the 2006 Carl D. Perkins Career and Technical Education Improvement Act must submit an application to the Division of Career and Technical Education. The application tells us what you plan to do to improve career and technical education in your school during the next year, how you arrived at this decision, estimated costs, and how you plan to go about implementing and evaluating the improvements. The overall plan should be developed for a one-year period. The budget request is for 2012 - 2013 and the local plan shall cover July 1, 2012, to June 30, 2013.

USE OF FUNDS

Funds available to schools are based upon a formula mandated in the Perkins Act. There are two categories of fund usage: required and permissible. If the application successfully addresses each of the required activities, you may request, with justification, that permissible funds be used.

Perkins legislation identifies nine required activities for which funds are to be used in your school. Each of the activities identified below must be addressed in the application and included in the budget. Funding focuses on the continued improvement of programs, not the maintenance of current programs. Continuous improvement includes increased student achievement in current programs, the development and implementation of new state of the art programs focusing on high skill, high wage or high demand occupations, integrated curriculum and assessment design, and high quality, sustained, and intensive professional development activities for school personnel that enrich their knowledge and skills and directly relate to changes in technology, increased student achievement or program improvement.

Required use of Funds

In order to be fully funded, the application for your school must address each of the following **requirements** of the Perkins legislation:

1. *Strengthen academic, career and technical skills of students through the integration of academic, career and technical programs.*
2. *Link secondary and postsecondary education.* Links can be achieved through at least one program of study, transitional curriculums, articulation agreements, and joint professional development activities.
3. *Provide programs that address all aspects of an industry,* meaning that the student must have strong experience (work based learning) and a comprehensive understanding of the industry he or she is preparing to enter.
4. *Develop, improve, and expand the use of technology,* which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries offering internships and mentoring programs.
5. *Provide sustainable professional development for teachers, administrators and counselors,* including in-service and pre-service training and practices to involve parents and the community.
6. *Evaluate programs serving all students and assess how special populations are being served.*
7. *Initiate, improve, expand and modernize programs, including relevant technology.* In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded. This increases the chance of employment for the student. In many cases, this involves the development or revision of curriculum, new strategies in teaching methodology, and the opportunity for professional development for teachers.
8. *Provide services of sufficient size, scope and quality.* This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the work world or additional education and training.
9. *Provide activities to prepare special population students for high skill, high wage or high demand occupations.*

Permissible uses of Funds

If all nine of the above activities have been met with objectives described in your application, you may request funding for other areas in need of improvement. Again, this must be a request for funding to develop or improve a program in order for the request to be considered. Permissible uses of funds requests must identify how the funding will be used. For example, if the funding is requested for mentoring and support services, you must identify the type of service, number of students to be served, etc. Perkins legislation identifies 20 permissible uses of funds. They include.

1. Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
2. Provide career guidance and academic counseling.
3. Support local business and education partnerships.
4. Provide programs for special populations.
5. Assist vocational student organizations that are an integral part of the program.
6. Provide mentoring and support services.
7. Lease, purchase and upgrade equipment.
8. Provide initial teacher preparation that addresses integration of academic and career and technical education, including that for teacher candidates from business and industry.
9. Develop and expand postsecondary offerings, including distance education.
10. Develop initiatives to facilitate transition from two year to four year degree programs. (Articulation agreements, dual enrollment, academic and financial counseling)
11. Support entrepreneurship education and training.
12. Develop or improve curriculum, particularly for high skill, high wage or high demand occupations.
13. Develop and support career-themed learning communities.
14. Support family and consumer science education.
15. Provide programs for adults and school dropouts to complete secondary education.
16. Provide services for placement in employment and further education.
17. Support nontraditional training and employment.
18. Support automotive technologies training.
19. Pool a portion of funds with other recipients for innovative initiatives.
20. Other activities consistent with purposes of this Act.

COMPLETING THE APPLICATION

*In order to receive funding, the completed application should be **MAILED** to Karla Tipton at: Kentucky Department of Education, 2114 Capital Plaza Tower , 500 Mero Street, Frankfort, KY 40601 by **May 4, 2012**. Please contact Karla at (502) 564-3775 or email karla.tipton@education.ky.gov if you have questions regarding preparation of the application.*



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Kentucky Department of Education
INSTRUCTIONS

The application consists of several sections. Directions are provided for each section and examples are provided where necessary. It is important that you provide detailed information for each section so that someone reading your application can clearly envision what you would like to achieve through the use of these funds. The **detailed budget** should include line item entries that can be linked to each objective in order for funding to be assured.

For 2012-2013:

- Review the narrative section submitted for 08-09, 9-10, 10-11 and 11-12 make revisions and updates as necessary.
- Appendix A: Submit one Career Pathway that was not submitted previously until all programs offered in your district has at least one pathway on file;
- Update/revise Appendix B: Advisory Committees for each program
- Submit a Master Schedule for the CTE programs in the district (from Infinite Campus). This will replace the course offering forms.
- Address each required use in section D;
- Develop a corrective action plan for any performance indicator "not met": (See Perkins IV Summary Report - TEDS)
- Have Statement of Assurances signed by appropriate official:
- Complete budget page/s—see "Planned Use of Funds" page in the next section. Plan on a level funding of the current year allocation;
- Submit by **MAIL** to: Karla Tipton, KY Department of Education, 500 Mero Street, 2114 CPT, Frankfort, KY 40601
- Questions—e-mail or call Karla at 502-564-3775
- Due May 4, 2012
- Applications must be approved before any funds may be expended.

COVER SHEET: List the name of the school district applying for funds, the district's address, the name of the person primarily responsible for preparing the application, phone and fax numbers, and e-mail address.

PLANNED USE OF FUNDS: This document tells us what you want to do, how you plan to do it, how much it will cost, and how you will determine if the effort was successful. *A "Planned Use of Funds" form must be completed for each objective for which you are requesting funding.* The objective must state what you plan to accomplish in measurable terms. For example, "Revise the curriculum for three courses (identify the three courses) so that the overall program curriculum meets industry standards." Identify the program affected, current enrollment in the program and the amount requested to fund the activity. The "Justification" section explains how the objective will improve career and technical education for students. It also identifies ways in which the improvement will meet the objectives of the Perkins Act. For each objective, you must also indicate the accountability goal for which the money will be directed.

The "Budget Summary" is set up in a line item format. You must break down the total dollars requested into categories that clearly identify how the money will be spent and how the purchase of the item will result in meeting the objective. For example, if money is being requested to pay a substitute teacher to cover classes while a teacher is participating in industry exchange, the item would be entered as follows:

CATEGORY/DESCRIPTION: Substitute Teacher Salary

HOW ITEM WILL BE USED TO MEET OBJECTIVE: Substitute will teach Automotive Technology class while instructor is participating in industry staff exchange at Toyota for 10 days

COST: \$750.

If the software or instructional materials are to be purchased, indicate how they will help increase student learning and how they will help make the program better than it is now. Funds requested for support services for special populations should specifically identify the service to be provided such as "hire a tutor for three ESL students" or "pay for printing large print textbooks for two sight-impaired students." Funds may not be used for remediation or developmental studies; the funds must be used to facilitate student learning.

Finally, the "Uses of Funds" section identifies one or more of the nine allowable uses of funds this objective addresses. Keep in mind that funding from the Perkins Act is intended to assist schools in developing or improving career and technical education programs for students. If you request permissible funds, you must identify the specific permissible use. The nine required uses and 20 permissible uses are identified in the "General Information" portion of the packet.

Munis codes must be included for each category of items to be purchased. (Use most current Munis codes for your district)

NARRATIVE: The "Narrative" section provides specific information about the career and technical education programs available in the school and how Perkins funding is allowing for program development or improvement to better meet the needs of students. The Act requires the information requested in items 1 - 15 be provided by each school in order to receive consideration of a funding request. (Section 134) Please be very specific and detailed when responding to the questions.

STATEMENT OF ASSURANCES: The "Statement of Assurances" must be completed by each eligible recipient who applies for funds from the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The statement provides the assurance that all requirements have been met. This section of the application must be signed by the school administrator.

APPENDIX A -- CAREER PATHWAY: In order to receive Perkins funding, a school must have at least *one* career pathway in place until all programs offered in your district has at least one pathway on file. A career pathway is defined as a coherent, articulated sequence of rigorous academic and career/technical courses, including dual credit opportunities, leading to postsecondary degrees and industry recognized certifications and/or licensures. Several career pathways have been developed by joint secondary and post-secondary committees and are available on our website www.education.ky.gov (search for career pathways). The course sequence should list the academic and technical courses on the secondary level along with the non-duplicated postsecondary courses a student would take in order to obtain a postsecondary degree or industry recognized certification/licensure.

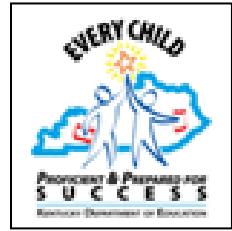
APPENDIX B -- ADVISORY COMMITTEE MEMBERS: Identify members of your advisory committee by program. Business and industry representatives who hire students from the program receiving Perkins funding make up the Program Advisory Committee. They would be in a position to determine if the equipment, instructional techniques, and instructional materials purchased with Perkins funding made a positive impact on the students they hired. If your school did not have input from a committee in the development of the application, you must explain why the committee concept was not used. Documentation of meeting should be on file and open for review.

APPENDIX C -MASTER SCHEDULE FOR CTE PROGRAMS: For each CTE program a master schedule is being requested. This will replace the Course Offering Forms that have previously been submitted. Master schedules may be printed from Infinite Campus.

APPENDIX D -REQUIRED USE OF FUNDS: *Identify how your district will address each of the 9 required use of funds.*

APPENDIX E - IMPROVEMENT PLAN FOR PERFORMANCE INDICATORS: Develop an improvement plan for any performance indicator "not met" from your 2010-11 district data found in TEDS. (Perkins IV Summary Report)

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COVER SHEET

Name of Educational Institution: _____

Address: _____
Street **City** **Zip**

Contact Person(s) for Perkins Funding Questions:

Phone: _____

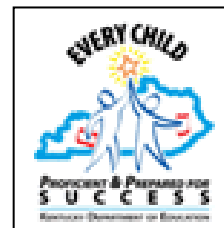
Phone: _____

Fax: _____

Fax: _____

E-mail: _____

E-mail: _____



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PLANNED USE OF FUNDS—KDE Budget Page with MUNIS Codes

Objective: _____

Program(s) Affected:	Current Enrollment:	Amount Requested: \$
_____	_____	_____

JUSTIFICATION

1. Identify the performance indicator/s for which this funding will be directed.

- ☐ 1S1 Academic Attainment Reading
- ☐ 1S2 Academic Attainment Math
- ☐ 1S3 Academic Attainment Science
- ☐ 1S4 Academic Attainment On-Demand Writing
- ☐ 2S1 Technical Skills Attainment
- ☐ 3S1 Secondary School Completion
- ☐ 4S1 Graduation Rate
- ☐ 5S1 Secondary Placement
- ☐ 6S1 Non-Traditional Participation
- ☐ 6S2 Non-Traditional Completion

2. How will this expenditure impact or improve the program?

3. How did you determine that this expenditure was a relevant need in the program?

4. Are articulation agreements in place for this program(s)? ☐ Yes ☐ No

5. Is a program of studies in place for this program(s)? ☐ Yes ☐ No

MUST HAVE A BUDGET PAGE FOR EACH OBJECTIVE - Not Necessarily each Program Area

BUDGET SUMMARY: Using the line item budget below, identify each item requested and it's estimated cost.

Category/Description	Cost (Round to nearest dollar)	KDE MUNIS Code
Curriculum/Program of Studies/Assessment 1.		
Professional Development Activities 1.		
Instructional Materials 1.		
Stipends/Salaries 1.		
Support Services 1.		
Equipment/Software 1.		
Other 1.		

USES OF FUNDS

Required Use (Identify use) _____

Permissible Use (Identify use) _____



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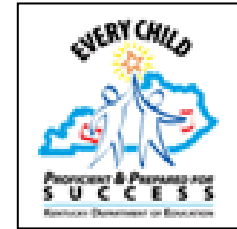
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NARRATIVE—Revise as needed

Please respond to each of the following items. Be specific and provide detailed information in your response.

1. How will CTE programs be carried out and activities designed to assist students in meeting state and local adjusted levels of performance?
2. Identify how the school is implementing and utilizing programs of study/career pathways?
3. Identify integration activities in place that are improving the academic and technical skills of students.
4. How can you, as the school administrator, ensure that CTE students are taught the same rigorous standards as are taught to all other students?
5. How are students encouraged to enroll in rigorous and challenging core academic subjects?
6. It is important that students be provided with a broad range of information, skills and practical experiences for the career field they have chosen. What techniques are being used at your school to provide students with knowledge and experience about all aspects of the industry the student has chosen to enter?
7. How will comprehensive and sustainable professional development be provided to promote the integration and alignment of rigorous content, challenging academic standards, and relevant career technical education? This includes academics, guidance, and administration.
8. How are stakeholders (parents, students, business and industry) involved in the development, implementation and evaluation of CTE programs? How are they informed about changes to the Perkins requirements?
9. How does the school provide technical education programs of such size, scope, and quality to bring about improvement in the overall quality of Kentucky CTE?
10. What local process is used to evaluate and continuously improve the school's performance?

11. Special population students should meet performance levels and be successful in activities preparing them for high skill, high wage or high demand occupations. How will CTE programs be reviewed and strategies identified to assist special population students in meeting these goals? Provide examples of strategies you have developed and implemented to assure these students can be successful in the program in which they are enrolled as measured by their success on the adjusted levels of performance.
12. Describe how discrimination against special populations is being prevented.
13. How are funds being used to promote preparation for nontraditional fields?
14. Describe the career guidance and academic counseling provided to CTE students, including linkages to future education and training opportunities.
15. Describe efforts to recruit and retain CTE teachers. Identify the procedures currently in place to ease new teacher transition from business and industry to the classroom.



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STATEMENT OF ASSURANCES

Eligible Recipient (Educational Institution Requesting Funding)

The applicant hereby assures the Kentucky Workforce Investment Board of the following:

1. All funds made available under this Act will be used in accordance with this Act {Section 6}
2. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students.
3. No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major. {Section 314(a)}
4. Maintenance of fiscal effort will be maintained on an aggregate expenditure basis. {Section 311(b)(1)(A)}
5. Federal funds made available shall be used to supplement not supplant, non-federal funds expended to carry out career and technical education programs. {Section 311(a)}
6. To the extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the career and technical education programs assisted under Section 2.
7. Relevant training and vocational education activities will be furnished to men and women who desire to enter occupations that are not traditionally associated with their gender. {Section 124(5)}
8. No funds provided under this Act will be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state. {Section 322}

9. The portion of any student financial assistance received under this Act that is available for attendance costs described in subsection (Section 325(b)) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal Funds. {Section 324(a)}
10. Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an individualized education plan developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act. Funds made available under this Act may be used to pay for the costs of services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education {Section 324(c)}
11. The school does not discriminate on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. Students who are members of the special populations will not be discriminated against on the basis of their status as members of special populations. {Section 316}
12. Sufficient information will be provided to the Kentucky Office of Career and Technical Education to enable the Office to comply with the reporting requirements specified in the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
13. The grantee certifies that it will provide a drug-free workplace.

CERTIFICATION

I do hereby certify that the above assurances will be complied with and programs, services, and activities approved will be conducted in accordance with the Federal Acts, the Regulations, and the State Plan for Career and Technical Education.

I further agree that funds will be used as stipulated in the application.

I further certify to the best of my knowledge and belief that: (a) no Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of a Member of Congress in connection with making of any Federal grant, the entering of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement; (b) if any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant, the undersigned shall complete and submit Stand Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure; (c) the undersigned shall require that the language of this

certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

I do hereby certify that to the best of my knowledge that all information contained in this application is true and correct.

Chief School Administrator (signature)

Date



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APPENDIX A - PROGRAMS OF STUDY—Attach one Career Pathway not previously submitted. See KDE website for template or developed pathways. www.education.ky.gov (search for Career Pathways)

Identify each CTE program available at the school and indicate whether or not a program of study is currently available for students. If a program of study is available, it must be attached.

All programs have a career pathway and they have been previously submitted. ☐ YES ☐ NO

CTE PROGRAM

CAREER PATHWAY AVAILABLE

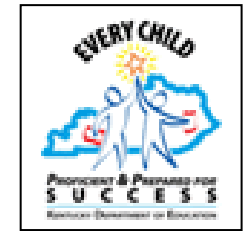
☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO



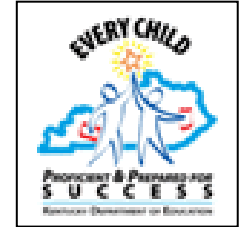
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APPENDIX B - ADVISORY COMMITTEES—List names, titles, and business/category represented. Meeting agendas and minutes should be on file for audit purposes and need not be submitted.

For **each CTE program** offered, identify members of the programs Advisory Committee. (Include title and category)

APPENDIX C - MASTER SCHEDULE— Course Offering forms no longer required

For each CTE program offered provide a master schedule page. May be found in Infinite Campus (If the 12-13 schedule is not complete submit the 11-12 schedule.)



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APPENDIX D - REQUIRED USE OF FUNDS

Required use of Funds

Explain how your district is implementing the following **requirements** of the Perkins legislation. (This may be addressed through programs and/or activities other than Perkins but it must address CTE programs. See number one for examples.)

1. *Strengthen academic, career and technical skills of students through the integration of academic, career and technical programs. (i.e. interdisciplinary courses, integrated units, team teaching, etc.)*
2. *Link secondary and postsecondary education.* Links can be achieved through at least one program of study, transitional curriculums, articulation agreements, and joint professional development activities.
3. *Provide programs that address all aspects of an industry,* meaning that the student must have strong experience (work based learning) and a comprehensive understanding of the industry he or she is preparing to enter.
4. *Develop, improve, and expand the use of technology,* which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries offering internships and mentoring programs.
5. *Provide sustainable professional development for teachers, administrators and counselors,* including in-service and pre-service training and practices to involve parents and the community.
6. *Evaluate programs serving all students and assess how special populations are being served.*
7. *Initiate, improve, expand and modernize programs, including relevant technology.* In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded. This increases the chance of employment for the student. In many cases, this involves the development or revision of curriculum, new strategies in teaching methodology, and the opportunity for professional development for teachers.
8. *Provide services of sufficient size, scope and quality.* This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the work world or additional education and training.
9. *Provide activities to prepare special population students for high skill, high wage or high demand occupations.*

APPENDIX E - IMPROVEMENT PLANS FOR PERFORMANCE INDICATORS

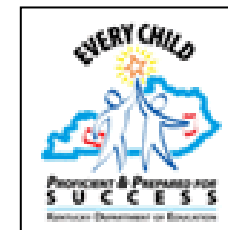
Develop an improvement plan for each performance indicator "not met" from the 2010-11 data found in TEDS.

Our district met all 10 Perkins performance indicators for 10-11. ☐ Yes ☐ No

PERKINS IV Secondary Performance Measures: Plan for Improvement

District: _____

Core Indicator	Plan for Improvement: Strategies to Implement
<u>Example:</u> Completion	<u>Example:</u> <ul style="list-style-type: none"> ●career counseling prior to entering program ●observe classroom instruction and recommend changes in methods as needed ●provide tutoring sessions as needed ●assign mentors



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CHECK LIST

- _____ Have you completed a detailed budget?
- _____ Did you include *Munis Codes* for each budget item?
- _____ Does your budget request match your budget allocation?
- _____ Have you made any necessary changes to the plan narrative?
- _____ Has the superintendent signed the statement of assurances?
- _____ Have you included your career pathway forms?
- _____ Have you included a list of advisory committee members for each program area with the category they represent (i.e. business etc.)
- _____ Have you attached a master schedule for the CTE programs in the district?
- _____ Have you addressed how your district will meet the 9 required uses of funds?
- _____ Have you developed a corrective action plan for each performance indicator "not met" from the 20010-11 data found in TEDS?